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ABSTRACT

Designed to provide a historically accurate look at pioneer life on the Great Plains, this guide for fourth grade teachers describes the life of the Hanson family who leave Scandinavia in the 1880's for the promise of a free quarter section of land in Nebraska. By focusing on a fictitious family representative of thousands of families that migrated from Europe to the United States, students are provided with an intimate look at pioneer life. Although intended for use with a series of eight 15-minute telecasts, this teacher's manual provides telecast summaries and pre- and post-telecast activities that can be used independently of the telecasts. Lessons begin with the present and work back in time. Students examine their own situation, compare and contrast it with a particular moment in the past, make generalizations, analyze, and draw conclusions. Teachers prepare for lessons by reading to students from the "Life Book of Carolina Hanson," a principal character in the pioneer family. A grid showing objectives for each lesson is followed by an activity in which students develop a "Life Book" of their own personal histories. Eight lessons focus on the decision to migrate, getting to Nebraska, getting established, the difficulty of daily life, health care, pioneer schools, personal disasters, and cultural heritage. Activities are provided as reproducible student pages. (LH)

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SO 016 486

We Are One: Banbrytare

Teacher's Guide

WE ARE ONE: BANBRYTARE

Teacher's Guide
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TABLE OF CONTENTS

	Pages
Introduction	2
Sample Letter	3
Cognitive Objectives	4
Affective Objectives	5
Lesson Plans	6
Program #1	7-15
Program #2	16-19
Program #3	20-23
Program #4	24-31
Program #5	32-37
Program #6	38-43
Program #7	44-48
Program #8	49-53

WE ARE ONE: BANBRYTARE

INTRODUCTION

WE ARE ONE: BANBRYTARE provides an historically accurate look at pioneer life on the Great Plains. The era is that of the 1880s, and the Hanson family makes a decision to leave Scandinavia for the promise of a free quarter section of land in Nebraska. The hardships and sacrifices portrayed in this series of eight, 15-minute lessons can help young students understand and appreciate an important part of their heritage.

You may be wondering about the meaning of a word in the title of this series. BANBRYTARE (bahn-broot-ah-ray) is a Swedish word which literally translates into "pathbreakers." The idea of the pioneers being pathbreakers — or pathmakers — is an interesting concept that you may want to discuss with your students.

Since fourth grade students have a "now" orientation, and have some difficulty in making the chronological leap from the present to the 1880s, the lessons in this series are designed to begin with the present and work back in time. By reviewing the activities in this guide, you find that students are called upon to examine their situation at this moment, and are invited, through the television programming, to look at a situation in the 1880s. In this fashion students compare and contrast the present with a particular moment in the past. This approach makes both the past and the present more understandable for children. It allows children to see the continuity between the past and present and offers hope for the future.

The major conceptual themes are *Continuity*: Heritage and Destiny, *Chronology*, and *Character*. *Continuity* involves helping youngsters establish a definite connection with the past and seeing themselves as the link to the future. *Chronology* deals with the idea that events have a place in time. *Character* relates to the intangible aspects of being a citizen and includes such factors as persistence, self-sufficiency, and a strong appreciation for the gifts of the land.

It should be stressed that the Hanson family is only representative of thousands of families that migrated from Europe to the United States. People came to America for many reasons, but certainly the attraction of available land served as a great magnet. The decision was made to study one family as representative of all pioneers who came to the American midlands in the 19th and early 20th centuries. This approach allows for a more intimate look at pioneer life and should provide much opportunity for rich dicussion.

You are encouraged to help children explore their own personal heritage so that they can better understand themselves and take pride in their family history. Please feel free to duplicate the sample letter to parents found in this guide. Parents should be encouraged to share and learn with their children.

SAMPLE LETTER

Dear Parent(s):

During the next several weeks your child will be studying our country's pioneer heritage. During the course of our study you may be asked to assist your child by making out personal timelines, and sharing personal records and memorabilia, responding to questions, completing various surveys, or even appearing as a guest in our classroom. Please do not regard this as an invasion of your privacy. Through this process I certainly hope that you and your child will become better acquainted and that your child will become more knowledgeable about his/her own personal history.

Your child will use the personal information you help provide in examining pioneer history. The pioneers were human beings who had feelings, made decisions, and made sacrifices so that we can enjoy the life we know today. It is important that your child understand this broad heritage, but for young children that understanding must begin with themselves and their immediate families and surroundings. By looking at how they live today, children can better understand how life is different and yet similar to life in pioneer times. Children can also better understand how they share in, benefit by, and contribute to the heritage of our country.

I hope that you will agree to become a partner in this venture. Please feel free to contact me if you have questions. You are always welcome to visit our classroom. I also encourage you, if possible, to view the telelessons which we will be using during our study. These shows can be seen on Channel _____ at _____ (time) on _____ (day).

Sincerely,

Teacher

COGNITIVE OBJECTIVES	LESSON NUMBER							
	1	2	3	4	5	6	7	8
Apply the themes of continuity, chronology and character to the lives of three generations.	✓	✓	✓	✓	✓	✓	✓	✓
Compare and contrast information to assist in elementary analysis.	✓	✓	✓	✓		✓	✓	
Make generalizations	✓	✓	✓	✓	✓	✓	✓	
Draw conclusions	✓	✓	✓	✓		✓		
Construct timeline to process and plot information	✓				✓	✓		
Identify and discuss discomforts of prolonged travel		✓						
Use maps and globes		✓						
Develop an awareness of basic human traits			✓					
Record, categorize and transpose the same data to different formats				✓	✓	✓		
Write to a specific theme				✓				
Examine health care and personal responsibilities					✓			
Use timelines to establish a sense of chronology	✓					✓		
Interview people to gain clearer image of past	✓			✓	✓	✓		
Extrapolate from known information	✓			✓	✓	✓		
Examine the idea and scope of disaster							✓	
Examine how people plan to cope with disasters in modern world							✓	
Develop and understand one's personal and social heritage	✓	✓	✓	✓	✓	✓	✓	✓

AFFECTIVE OBJECTIVES	LESSON NUMBER							
	1	2	3	4	5	6	7	8
Develop self-acceptance	✓	✓	✓	✓	✓	✓	✓	✓
Develop a respect for past generations	✓	✓	✓	✓	✓	✓	✓	✓
Appreciate the need for generational sacrifice	✓	✓	✓	✓	✓	✓	✓	✓
Recall and value personal past	✓	✓	✓	✓	✓	✓	✓	✓
Experience and value the need and capability of humans to imagine and to dream	✓							✓
Develop a sense of empathy for past generations	✓	✓	✓	✓	✓	✓	✓	✓
Develop an appreciation for some basic human traits that persist over time	✓		✓		✓		✓	
Link past values with those of the present	✓			✓				✓
Develop self-responsibility					✓			
Appreciate a sophisticated health care system					✓			
Appreciate an established system of education						✓		
Appreciate the importance of formal education in the advancement of personal goals and general improvement of the human condition						✓		
Develop empathy for people who suffer as a result of personal or massive disasters							✓	
Appreciate the development of systematic disaster coping plans							✓	
Foster an appreciation of personal and social heritage.	✓	✓	✓	✓	✓	✓	✓	✓

LESSON PLANS FOR USE WITH TELEVISION LESSONS

The following pages contain information designed to help the teacher and students in their study of the pioneer era. The information is contained in the following categories.

COMPILING THE LIFE BOOK

During the study of this unit, students are encouraged to think about their own personal histories as each student puts together a Life Book.

Pages are provided for the teacher to duplicate and give to the students. Some pages can be filled out by the student, while others may require the assistance of parents.

It is hoped that the finished "Life Book" will be a work that is valued by the students and their families both now and in the future.

PRE-TELECAST ACTIVITIES

Several of the lessons contain activities that the children will carry out in addition to the work in their Life Books. These include processing of data and interviewing of visitors to the classroom.

PREPARATION FOR VIEWING

The teacher prepares the children for viewing each lesson by reading to them from the Life Book for Carolina Hanson, a principal character in the pioneer family. Carolina's Life Book introduces each lesson, and provides additional information about her pioneer family.

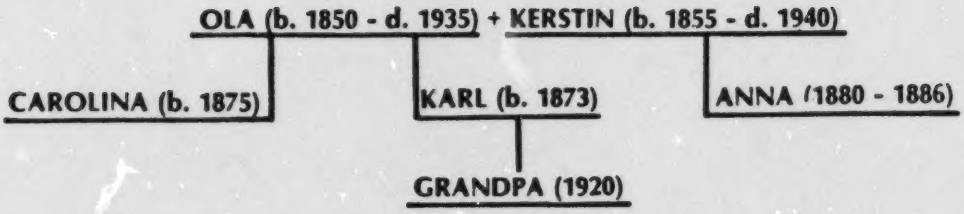
SUMMARY OF THE TELECAST

A summary of each television lesson is included for your information.

FOLLOW-UP ACTIVITIES

A variety of follow-up activities are listed for use with the students as they review the telecast and go on to compare and contrast information, make generalizations, analyze, and draw conclusions.

CAROLINE
DAD
MOM
GRANDPA
(1920)
CAROLINA
(b. 1875)
ANNA
(b. 1880 - 1886)
KARL
(b. 1873)
KERSTIN
(b. 1855 - d. 1940)
OLA
(b. 1850 - d. 1935)



In 1885: Ola = 35 years old
Kerstin = 30 years old
Carolina = 10 years old
Karl = 12 years old
Anna = 5 years old
(Erik = 30 — younger than Ola so didn't inherit land)

THEREFORE, Ola is Grandpa's Grandfather
Karl is Grandpa's Father
Carolina is Grandpa's Aunt

THE LIFE BOOK OF CAROLINA HANSON

My name is Carolina Beret Hanson. I am ten years old, but everyone says I am small for my age. I don't care because I can run faster then alot of people.

My brother, Karl, is tall. He is twelve. I also have a sister, Anna, who is six. We live with my mama and papa on a little farm in Sweden.

I like my home because I like to hike in the forest and go fishing in the lakes. My Grandmother and Grandfather live close by, and so does Grandmama. On Sunday we all get together - even all my aunts and uncles and cousins - and we have a good time.

Sometimes I don't like my home because we all have to work so hard but Sunday. The rich people don't pay us very much for the work we do for them. And we don't get paid anything for the work we do on our own farm. When we can't pay our bills, the sheriff comes out and takes something away from us. Then Papa gets cross and we all have to work harder to earn some money.

If we could just be rich, then I would like my home all the time, because then I could just sit in the parlor and eat chocolates all day long, just like rich people do.

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This is the Life Book of _____

It is a book that tells something about me the year I was in the fourth grade. The date of this year is 19 _____ **and I am** _____ **years old.**

Now I will describe myself. I look like this: _____

_____

_____

These are the people in my family, their names and something about each of them: _____

_____

_____

I live at _____, **in or near the town of** _____, **county of** _____

state of _____ **continent of** _____

planet _____.

I like where I live because _____

_____

_____

This is what I don't like about where I live _____

_____

_____

If I could change the place where I live, I would _____

_____

_____.

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THE LIFE BOOK OF _____

Here is a time line of my life. It tells about something I did in every year of my life so far. I got help from _____ **for the years when I was too little to remember what happened to me.**

My first year, I _____

_____

My second year, I _____

_____

My third year, I _____

_____

My fourth year, I _____

_____

My fifth year, I _____

_____

My sixth year, I _____

_____

My seventh year, I _____

_____

My eighth year, I _____

_____

My ninth year, I _____

_____

My tenth year, I _____

_____

My eleventh year, I _____

_____

My twelfth year, I _____

_____

TELECAST SUMMARY:

"THE BIG DECISION"

Grandpa shows Caroline an old photograph of his father's family, the Hansons, who came from Scandinavia to homestead in 1885. When Caroline wonders why they came to a new land, Grandpa tells her the story of THE BIG DECISION.

The story begins as Ola and his son, Karl, labor to clear some marginal land for new fields. When they return home, Kerstin says that the sheriff has told her he will take their only cow if they cannot pay off some of their debts in the next thirty days. As the parents discuss ways to earn money, Erik surprises them with his return from America.

In the following days, Erik works to convince the family to return to America with him. He tells them about the possibility of obtaining 160 acres of free farmland, about equality and democracy in America, about the opportunities for the future, until finally Ola agrees to think it over.

Grandpa ends the story with a discussion of the factors that pushed the Hansons (and many other European immigrants) to the United States in the 19th century.

POST TELECAST ACTIVITIES

1. Have the youngsters examine the time line of Carolina Hanson. How many years ago did the immigrant family decide to come to the Great Plains? (1880's was a time of heavy European immigration to that region) It can be pointed out to the youngsters that many immigrants came to the region at that time. In order to help youngsters get the idea of how long ago these events happened it would be important for them to compare their personal timelines with that of the immigrant child. The following types of questions should be considered by the youngsters:
   a) How many years before you were born did the Hanson family decide to settle in that state?
   b) How many years before your parents were born did the Hanson family decide to settle in that state?
   c) How many lifetimes ago was that for you? i.e., if the youngster is ten years old and the event happened 100 years ago it would be 100 divided by 10 which would be 10 lifetimes. The youngster could fit 10 lifetimes in between now and when the Hanson family decided to settle in that state. Even though the Hanson family came here 100 years ago, can you find events in your personal timeline and that of your parents that are like the events in the timeline of Carolina Hanson?
2. How would you feel if your parents told you today that you were going to move to a new place and start a new life? As the youngsters discuss that question it would be important to inject more information into the situation. For example:
   a) You can take only a few things that belong to you. What would you take?
   b) You must leave all of your friends and relatives behind and you will probably never see or talk to any of them again.
   c) When you get to your new place the people there speak a language you can't understand or speak. The only people who understand you or with whom you can communicate are the members of your family or a few other people that you find who can speak English.
3. Conclude the discussion of hardships experienced by the immigrant family by exploring with the children some reasons why they think pioneers gave up so much to come to the Great Plains. What do you think the pioneer parents dreamed they could do for their children by moving to that region?

TIMELINE OF CAROLINA HANSON

YEAR	EVENT
1875	Born at home. Learned to crawl and walk. Learned to say "Papa" and "No!"
1876	Learned to run. Learned lots of words and how to talk in little sentences like, "Give me that." Mama had a baby boy named Pender, but he died a month after he was born.
1877	Learned my ABC's. Karl and I were very sick with diptheria, almost died.
1878	Sister Anna born. Karl started to school. Mama taught me to read a little. Grandpapa died of consumption.
1879	Learned to write my name, and then to read and write lots of words in school. Memorized Bible verses and got a prize. Got measles and was very sick for a long time.
1880	Went to the seaport to say goodbye to Uncle Erik when he sailed to America. Fell in the water, but Papa saved me.
1881	Sheriff took our workhorse because we couldn't pay our debts. I cried because I loved that horse and because it made Papa so sad to see him go.
1882	Learned to bake bread and cake, and to do embroidery. Did not go to school most of this year because I didn't have any shoes or any dress without patches.
1883	Papa worked for a rich man and we had some money for Christmas presents, so I got shoes and Karl got some trousers. We were back in school again.
1884	Uncle Erik came back from America. Now we are going to go to America with him, and stay there forever.

THE LIFE BOOK OF _____

This is the time line of one of my parents, my _____
It tells about some of the things that my parent did during his/her life.

(NOTE TO PARENT: PLEASE LIST ON THIS TIME LINE SOME EVENTS FROM YOUR LIFE: ENTERING SCHOOL, MOVING, VACATIONS, ILLNESS, MARRIAGE, BIRTHS AND DEATHS IN THE FAMILY, ETC.)

YEAR	EVENT

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THE LIFE BOOK OF CAROLINA HANSON

My family and I are going to take a long trip to America. Uncle Erik wants us to go there forever to live with him in a place called Nebraska.

America is very far away, clear across the Atlantic Ocean. Uncle Erik said first we will walk from our farm to the sea. That is sixty miles, so it will take us five days. Then we will get on a sailing ship to cross the ocean. That will take at least a month. If the weather is bad or the winds aren't right, we might be on the boat for TWO months before we get to America.

After we get there, we will have to travel some more. We will take a train to Nebraska. Uncle Erik says it will take a week to get from New York to Nebraska.

Sometimes I don't want to go because I will miss my family and my friends and especially Grandma.

But most of the time I do want to go. I've never sailed on a big ship. And I've never been to America. I wonder what it will be like?

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THE LIFE BOOK OF _____

This is about a trip I took one time. I went from _____ to _____, which is about _____ miles.

It was a long trip. It took _____ (hours) (days) to get there.

We didn't walk. We went by _____.

These are the people who went with me, _____

_____

When I go for a long ride in a _____, what I like about it is _____

_____

_____.

But what I don't like about long rides is _____

_____

_____.

TELECAST SUMMARY:

"GETTING TO NEBRASKA"

As Caroline and Grandpa hang the pioneer portrait in the dining room, Grandpa talks about the great distance and the difficulties of the family's journey to America, and tells Caroline the story of GETTING TO NEBRASKA.

The story begins as the family's few possessions are loaded on a cart and they say a final farewell to the grandparents and to their homeland before beginning their walk to a seaport.

The next scenes are from the ocean voyage itself, and show the crowded steerage quarters, the illness, and the stress of their journey.

Finally, the family arrives in America, goes through inspections at the immigration point, and wearily endures the long train ride to Omaha. Following the story, Grandpa and Caroline review some of the difficulties involved in getting to Nebraska.

POST TELECAST ACTIVITIES

1. REVIEW OF TELECAST
   - A. What modes of transportation were used?
   - B. How long did it take the family to cross the ocean and arrive in New York?
   - C. How long did it take the family to travel from New York to Nebraska?
   - D. What discomforts did family members experience?
2. PLAN A MODERN DAY TRIP

   Ask the children to plan a trip today from Sweden to Nebraska. Provide a current airline flight schedule. The students can calculate the flying time from Sweden to New York, and from New York to Nebraska. Included also should be driving time from Nebraska airport to home. (Remember there will be time zones to be crossed.)
3. COMPARE AND CONTRAST 19TH AND 20TH CENTURY TRAVEL

   Plot on the board the time it took the Hansons to travel from Sweden to Nebraska, and the mode of transportation. Compare that with the modern day trip the students have planned.

   After seeing the differences in length of time needed for journey and modes of transportation, ask the children to discuss whether or not they would have enjoyed being a 19th century immigrant.
4. USE ART OR DRAMA TO PORTRAY THE HARDSHIPS OF TRAVEL, BOTH NOW AND IN THE PAST

   For example, a picture could be divided in half, one side showing a scene from the steerage compartment of a sailing ship, the other showing an airline interior. Or students could act out scenes from the telecast, and scenes from their own travel experiences.

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THE LIFE BOOK OF CAROLINA HANSON

Now we are in Omaha, staying in a hotel. It was so pleasant to be able to sleep in a real bed that wasn't moving about all the time. I've had enough of ships and trains to last me forever.

Tomorrow we go out to our new farm. Papa and Uncle Erik are so excited about the land. They say we have the best farm land in the world. Maybe I will be a rich lady after all.

Sometimes Mama looks so sad. I think she is homesick. Nebraska isn't like our old home at all. There aren't any mountains or forests or big lakes. Just grass, grass, grass.

I wonder if we will find new friends here. There isn't any school or church out by our new farm. I don't know if we even have any neighbors.

Everything is happening so quickly and everything is so different here. I don't even know if I'm happy or sad.

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THE LIFE BOOK OF _____

This page is about when my family (or my grandparents or my ancestors) first came to this state. I asked an adult in my family to help me with this. The adult was my _____ .

Our family first came to this state in 19_____ **(or 18**_____**). We came from** _____

The reason we came here was _____

_____

_____

Our family was glad to get to this state because _____

_____

_____.

We were disappointed because _____

_____.

But we stayed here because _____

_____.

If I had to come to this state in 1885, I think I would have liked it because _

_____

_____

_____

But I might not have liked some things about this state in 1885, like _____

_____

_____

TELECAST SUMMARY:

"GETTING ESTABLISHED"

As Grandpa and Dad finish making a tent, Caroline and a friend prepare to spend the night camping out. When Caroline asks Grandpa to tell them a pioneer story, he says pioneers did some camping, too, and tells the story of GETTING ESTABLISHED.

The story begins as the family crosses the prairie, an "ocean of grass", looking for the stone marker that indicates the location of their new home. Ola talks about the locator who had taken the men out earlier to inspect the land that was available.

After finding their new land, the family sets up camp for the night. The prairie is desolate and strange to them, and they are apprehensive on the first night. Erik senses the fear Karl feels and helps him deal with that. After supper they make plans to begin work immediately, but are interrupted by visitors — the Swensons who have been homesteading nearby for the past year. Kris and Brinhilda Swenson delight in sharing what they have learned with their new neighbors.

The next day work begins and Kerstin confronts the reality of living in a hole dug in a hill.

Grandpa finishes the story with a brief review of all they had to adjust to in the few short days while "Getting Established" in their new home.

POST TELECAST ACTIVITIES

Help the youngsters recall what they saw on the telelesson. As they recall details make a list on the board of the family's reactions to their new home. For example:

DISAPPOINTMENTS

1. Empty and lonely prairie
2. Dangers never anticipated
3. Realization of how hard they must work to make the wild prairie into a productive farmstead.
4. Difficulty in finding and getting life sustaining resources — food, water, building materials, etc.
5. General uneasiness associated with new environment.

FULFILLMENTS

1. Total freedom to make decisions
2. The raw beauty of the area
3. The satisfaction in realizing that their goal of coming to Nebraska had finally been realized.

Following the completion of the listing on the board, ask the children to consider the following questions: In what ways are we like the pioneers? How are the pioneers like us?

Some generalizations that might be developed from those questions include:

1. Pioneers made wishes and had dreams.
2. When the pioneers realized their dreams or their wishes they were both fulfilled and yet disappointed.
3. The pioneers had fears and doubts about themselves at times.
4. The pioneers enjoyed the satisfaction of realizing or fulfilling the goals that they had set for themselves.

THE LIFE BOOK OF CAROLINA HANSON

Now we are living in the dugout. It's just a big hole dug in the side of a hill, but it's better than sleeping outside under the wagon. We put blankets on the ceiling to catch the muddy drips when it rains. Mama says she can't wait until our log house is finished.

Papa works outside all day. Some days he helps Uncle Erik with the plowing. I don't know if oxen are deaf or stubborn, but the men sure have to yell at them a lot to get them to move an inch.

Some days Papa cuts logs for our house. When the men are working, Karl takes food and water to them, and sometimes he stays to help. But most of the time, Karl takes care of the cow and the garden.

We both help Mama with the washing because it's such a big job. Anna helps too, but she gets some time to play. Mama says Karl and I are almost grown, so we don't get much time to play. In the evening after Mama and I cook supper and do the dishes, we read the Bible and do our lessons, so are days are very busy. But Mama says that's good because then we don't have time to sit around and worry.

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THE LIFE BOOK OF _____

Here is the way I usually spend my time on a weekday.

TIME A.M.	WHAT I DO
12:00-6:00	
6:00-6:30	
6:30-7:00	
7:00-7:30	
7:30-8:00	
8:00-8:30	
8:30-NOON	School
	Lunch
1:00-2:30	School
2:30-3:00	
3:00-3:30	
3:30-4:00	
4:00-4:30	
4:30-5:00	
5:00-5:30	
5:30-6:00	
6:00-6:30	
6:30-7:00	

(ETC. THRU TO MIDNITE)

TOTALS:	Hrs.	Min.		Hrs.	Min.
Time spent eating	___	___	Time spent watching tv	___	___
Time spent sleeping	___	___	Time spent on hygiene	___	___
Time spent in school	___	___	Time spent:	___	___
Time spent playing	___	___	Time spent:	___	___
Time spent on chores	___	___	Time spent:	___	___

THE LIFE BOOK OF _____

Here is the way an adult in my family usually spends time on a week day. The adult is _____ .

TIME A.M. **ACTIVITY**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

TIME P.M.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

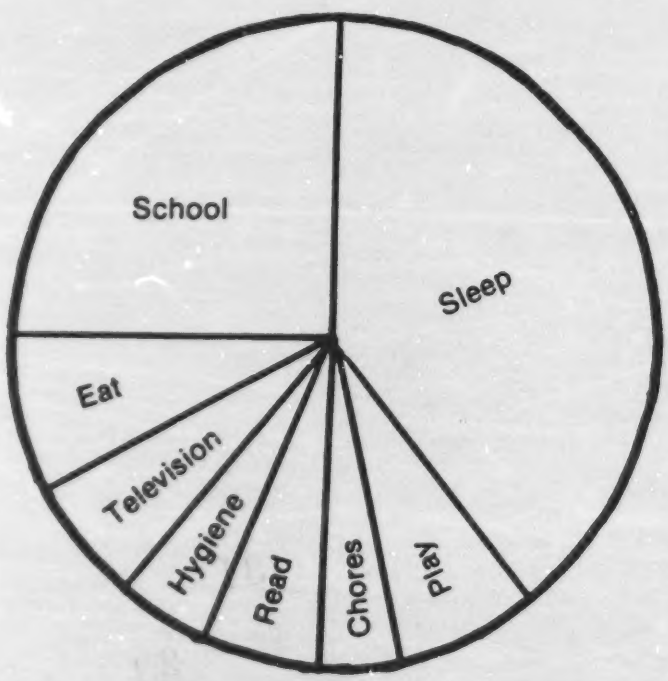
PRETELECAST ACTIVITY
(Using Child or Parent Life Book Entries)

PROCESSING DATA

When the children return with the completed child or parent Life Book entries, help them categorize the data into total time blocks. For example:

Categories	Time Spent
Eating	1 Hr. 50 min.
School and School Related Matters	6 Hr. 05 min.
Play	2 Hr. 25 min.
Chores	30 min.
Personal Hygiene	50 min.
Watch Television	1 Hr. 30 min.
Sleep	9 Hr. 30 min.
Read	1 Hr. 30 min.

Another excellent skill building activity is to transform the data from category format (tabular) to graphic format. Ask the children to plot the data for their logs and that of their parents onto separate pie graphs. The pie is to represent a 24 hour period. The above data would then take the following form:



ANALYSIS OF DATA

1. Compare and contrast their personal graph with that of their parents.
   A. How is my day different from that of my parent or parents?
   B. What things do I do that my parent(s) don't do?
   C. What things do my parent(s) do that I don't do?
2. Have the children share their graphs with their parent(s).
   Ask the parents to think back to the time when they were 10 and 11 years of age. Did they do the same kinds of things as their children? In what ways are their lives different from that of their children?
3. If possible, the children should do the graph activity with their grandparents or some senior citizens so that they could visualize how the daily routine has changed over three generations.

TELECAST SUMMARY:

"BY THE SWEAT OF THY BROW"

Caroline fixes a gate, under her Grandpa's supervision, and wonders about the kind of work the pioneers did. Grandpa tells her about their daily life in the story, "BY THE SWEAT OF THY BROW."

The story begins as the children scurry out of the dugout, screaming that a snake is in their bed. After their scare, they go back to get dressed, and Ola and Kerstin talk about the rigors of living in a dugout, and encourage each other about their new life.

A variety of work is portrayed in the story. Erik yells at the oxen as they slowly pull the plow to break sod. Kerstin and the girls make soap. Ola works on the logs he will use to make a log cabin, while Karl hauls water. Kerstin and the children wash clothes.

As the family gathers after the usual dinner of corn mush, Erik talks of a trip to town for winter supplies, and entertains them all with stories of winters on the Great Plains.

Throughout the story the point is made that the family endures this difficult life because they value so highly the ownership of the land and the bright future that it provides for them. Grandpa repeats that point as he finishes the story.

Typical Daily Schedule For Hanson Family

TIME	OLA	KERSTIN	KARL	CAROLINA	ANNA
12:00-6:00	Sleep	Sleep	Sleep	Sleep	Sleep
6:00-6:30	Milk cows	Start fire Cook breakfast	Bring in wood Fetch water	Feed chickens Feed livestock	Gather eggs
6:30-7:00	Clean-up Eat	Clean-up Eat	Clean-up Eat	Clean-up Eat	Clean-up Eat
7:00-7:30		Do dishes	Chop wood Water Trees	Do dishes	Do dishes
7:00-12:00	Field work Plowing/ planting				
7:30-11:00		Baking, ironing, cleaning			Baking, ironing, cleaning
7:30:11:00			Washing clothes	Washing clothes	
11:00-12:00		Prepare lunch			Prepare lunch
11:00-12:00			Churn cream Fetch water	Churn cream Fetch water	
12:00-1:15	Eat lunch Relax	Eat lunch Relax	Eat lunch Relax	Eat lunch Relax	Eat lunch Relax
1:15-1:45		Do dishes		Do dishes	Do dishes
1:15-5:00	Field work		Field work		
1:45-5:00		Work in garden		Work in garden	Work in garden
5:00-5:30	Milk cows		Fetch water	Feed chickens & livestock	Feed chickens & livestock
5:00-6:00		Prepare supper			
5:30-6:00	Miscellaneous jobs - rest		Play	Play	Play
6:00-6:45	Eat	Eat	Eat	Eat	Eat
6:45-7:45			Do dishes	Do dishes	Do dishes
6:45-8:15	Odd jobs	Sewing			
7:15-8:15			Play	Play	Play
8:15-9:00	Bible stories Work with children	Bible stories Practice letters	Bible stories Practice letters	Bible stories Practice letters	Bible stories Practice letters
9:00			Go to bed	Go to bed	Go to bed
9:00-9:30	Talk	Talk			
9:30	Go to bed	Go to bed			

POST TELECAST ACTIVITIES

Ask the children to examine the "Typical Daily Schedule for the Hanson Family." It is possible to make pie graphs representing the Hanson family's daily routine. The children can then compare and contrast their graphs and those of their parent(s) with that of the Hanson family.

ANALYSIS

1. How much time did the pioneer child spend working?
2. How much time did the pioneer child spend playing?
3. How much time did the pioneer child spend cleaning and bathing?
4. Why didn't the pioneer child show any time in school?
5. Do you think that you would like to work hard all day and have your parents teach you to read, write, and do calculations in the evening?
6. How is life different for children today?
7. What kind of work did the pioneer children do? How is that different from the kind of work you do today?
8. What kind of work did the pioneer parents do?
9. How is that different from the kind of work your parents do?
10. Did men and women do the same kind of work?
11. Could the work your father does be done by a female?
12. Could the work your mother does be done by a male?
13. Where do you think people get the idea that males only do some kinds of work and females only do other kinds of work?

PROJECTION

Imagine yourself 25 years from now. Imagine that you have children who are your age now. Picture yourself in some specific job. Think about such questions as you write a biographical sketch about yourself.

Will there be household robots?

Will computers help to do much of our work?

How will my work be different from that of my parents?

What will life be like for my children? Describe their daily routine. Will they go to school? Will they work? Will they watch television?

CLOSURE

Ask the children to consider these questions:

1. In their opinion, what is the best thing about how the pioneer family lived?
2. What is the best thing about the way we live today?
3. What could be some of the best things about the way we could live in the future?

THE LIFE BOOK OF CAROLINA HANSON

Papa Finished our log house! One day when he had all the logs ready, the Swensons and all seven boys, and lots of other neighbors came over and we had a house-raising. It was fun, and they got the walls up and the roof on in just one long busy day. All the ladies brought food, so we had a feast when the work was done.

Now I think we are all as happy as we can ever be. We have a new house and a new Farm in a new country.

So Far, none of us has even been sick one day. Mama says that's a blessing, because the closest doctor is in Omaha, and she doesn't have anything but whiskey and tea to Fix us up iF we do get sick.

But the Swensons said not to worry because NOBODY gets sick in Nebraska!

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THE LIFE BOOK OF _____ .

Now I am going to write about medicine and my health. I got help from ___ for the events that I was too little to remember.

	YES	NO
Born in a hospital	___	___
Got regular checkups from a doctor (as a baby)	___	___
Got all innoculation shots (as a baby)	___	___
Has been to the dentist	___	___
Has had teeth filled or pulled	___	___
Has had to wear a cast	___	___
Has had an operation	___	___
Wears glasses	___	___
Has had chicken pox	___	___
Has had mumps	___	___

PRETELECAST ACTIVITIES

Introduce the idea that health care can be viewed from two perspectives.

I. Health Maintenance or Preventive Health Care.
II. Curative Health Care.

Health Maintenance

1. Good Nutrition - First way to maintain good health and prevent sickness or disease is through good nutrition. The body needs both the proper amount of foods as well as the proper kinds of foods.

   At this point it might be well to invite the school dietician into the classroom to visit with the children about a balanced and healthy diet. The importance of meat or fish for protein, vegetables and fruits as sources of vitamins, minerals, and fiber, the need for bread and sources of carbohydrates, etc.

2. Exercise and Rest - The body also needs a variety of exercise to keep it strong and healthy. Muscles can be toned and kept in strong condition through vigorous forms of exercise.

   Adequate rest is crucial for the body. Rest is a period when we recharge the body. Rest allows us to recoup our energy. It is quiet time for winding down and building up.

3. Body care - Keeping the body clean to avoid disease and/or infection. Daily brushing of teeth to prevent tooth decay and gum disease. Regular dental and physical check ups to make sure the body is healthy and well. Routine shots or innoculations to prevent disease.

   Emphasize at this point that all of us have a personal responsibility for health maintenance. Good health is not just a gift. It is something that each of us must actively pursue. It is our personal responsibility to take care of our bodies. When something happens to us, however, where our health is affected, we often must seek outside assistance.

Curative Health Care

When an illness or a breakdown in the body system occurs, we often need to seek outside professional help. At that point there is active intervention to solve a problem, i.e. - a broken bone needs to be set correctly and the affected part of the body often needs to be immobilized so as to heal properly. A decayed tooth needs to be restored to a healthy condition by removing the decayed matter and filling in the tooth to prevent further breakdown.

Youngsters are usually more than willing to volunteer information when they or members of their families were treated by a health professional. We also use health professionals routinely to assist in keeping well. Ask the children to look back over their Life Book entries.

Help the children compile a set of class responses to the Life Book questions.

	Number **YES**	Number **NO**
Who was born in a hospital?	____	____
Who got regular checkups from a doctor? (as a baby)	____	____
Who got all their shots? (as a baby)	____	____
Who has been to the dentist?	____	____
Who has had teeth filled or pulled?	____	____
Who has had to wear a cast?	____	____
Who has had an operation	____	____
Who wears glasses?	____	____
Who has had the chicken pox?	____	____
Who has had the mumps?	____	____

The children could be assisted in taking the new numbers and transposing those figures into percentages. For example, the class might discover that 95% of them were born in a hospital, etc. As this data is processed and portrayed graphically for the class, perhaps in bar graph fashion, the kids can begin to see how heavily they rely upon an established health care system. The system is there to help guard their health and to intervene, when necessary, to restore good health.

What do they think life would be like of they didn't have a strong health care system in place?

How did the early-day pioneers of the Great Plains survive?

TELECAST SUMMARY

"THE CRISIS"

Grandpa has taken Caroline to a tiny rural cemetery for a picnic, telling her that the place is "for the living, too," especially since some of the pioneer Hansons are buried here. He speaks of the pioneers' constant facing of disease and death and tells Caroline the story of THE CRISIS.

The story begins as the children wade in the creek on a hot day during that first summer in their new home. When the mosquitoes are too bothersome, they go home, taking with them a watermelon they found on the creek bank. Ola assumes Erik has planted melons and cuts this one to share with everyone. But Kerstin, having heard that watermelons cause sickness, refuses to eat any.

A few days later the children are very ill, and Kerstin uses her meager resources to try to treat them. When Ola also becomes gravely ill, Kerstin feels overwhelmed and helpless.

Suddenly, help arrives. A doctor has been sent for by another family, and realizing that an epidemic of "ague" has struck the area, he has been going from house to house to treat the sick. Kerstin is greatly relieved and even gets some sleep. But Ola awakens her with the tragic news that Anna has died. A final scene at Anna's grave shows Kerstin's determination to stay on the land despite this loss.

Grandpa tells Caroline that ague was malaria, transmitted by mosquitoes. Together they consider the advances that have been made in medicine since pioneer times.

POST TELECAST

1. Reviewing the telecast

   Review with the children the situation the pioneer family faced and how different things are today.

   1. They had no expert medical assistance or even a place to take the child.

   2. Human knowledge about disease and illness was much more limited. They had no idea of what caused the illness or what to do about it.

   3. There were no wonder drugs in those days. They had no antibiotics and a very limited means of preventing diseases.

   4. Life expectancy was much less in the 1880's. Many young children died of illnesses we could successfully treat today.

2. Discussion questions to consider.

   1. How would you feel if a person you loved was seriously ill and you didn't know what was wrong or how to treat him/her?

   2. Referring back to the classroom data, "X" percent of the youngsters have had dental work done. What do you think the pioneers did when they had a decayed tooth that needed work? (Remember they had no novocain to deaden the pain).

   3. Is it easier for us today to take care of our health? If yes, then why do so many people neglect themselves and allow their bodies to become overweight, run down, or sickly?

   4. Do you think people will ever reach the place where we will totally eradicate or eliminate disease and sickness?

THE LIFE BOOK OF CAROLINA HANSON

It has been a long time since I wrote in my Life Book. So many things have happened. Anna died and we were all so sad for such a long time about that. Sometimes I still cry about that. And we were all sick with the ague for many, many weeks.

In the fall, all of our neighbors got together and built a school. They argued a lot about where the school should be, but the Swensons won because they have the most kids, so the school is next to their farm. I'm glad, because it's only two miles from our house, so Karl and I can get there in a hurry if we run all the way.

Our teacher is Miss Anderson. She is nineteen years old, and she graduated from high school, so I know she's smart. She takes turns staying with the families of the kids in school. Since the Swensons have the most kids, she stays there the longest. She is good at playing baseball.

In school, we all bring whatever books we have from home, and then she gives us assignments out of them. We also have spelling bees and we take trips to gather insects and plant specimens, and we sing songs and play games at recess like "Crack-the-whip" and "Tag." But mainly we do reading and writing and arithmetic.

My favorite subject is recess!

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THE LIFE BOOK OF _____ .

This page of my book is about my school. My school has _____ **room(s).**
The grades in my school go from _____ **to** _____ .
There are _____ **students in my class,** _____ **boys and** _____ **girls.**

My teacher's name is _____ _____ . **There are other adults who work in my school, too. They are:**

Principal _____ **Aide** _____
Clerk _____ **Special teachers** _____
Custodian _____
Cook _____
Nurse _____
Others _____

This is the furniture that we have in my classroom: _____
_____
_____

We have books and pencils and paper, of course. And we have other things to help us learn. We have a TV set, and _____
_____
_____

We study these subjects: _____
_____
_____
_____

Our school has rules. Some of the most important rules are: _____
_____
_____
_____

PRETELECAST ACTIVITIES

A Trip Into the Past

Invite two visitors into the classroom. The visitors should represent two generations. One visitor should be a senior citizen and one can be a parent or can at least be the age of the children's parents. The role of the visitors will be to talk about their memories of schooling when they were elementary school age. The visitors should be encouraged to bring any photos, old report cards, or other memorabilia that they might have retained from their youth. Those items can be used to share with the youngsters in describing schooling over two generations. This should be an informal sharing. It might take place over a period of two days. Youngsters should be encouraged to freely ask questions.

To prepare the visitors, the teacher might explain that the children will be examining frontier education in our state and considering the ways in which education has changed. The visitors might start by describing where they lived during their elementary school years. When did the visitor attend elementary school? The kids can later look back at their timelines and determine how many years and how many of their life times ago these events happened. The visitors might talk about where the school was located and how they got to school. Do they have any favorite memories about events or things that happened that they would like to share? What subjects did they study? What was the discipline like in those days? Did they have access to any modern equipment like television, film projectors, recorders, computers, etc? How about lunch? Was there a lunch program at school or did they provide their own lunch? Did anyone ever play any pranks at school? Ask the visitors to reflect over the years, how has education changed? Do they think those changes are good or bad? What do they think is the most important thing that youngsters can gain by going to school?

Following the discussion with the visitors, tell the kids that they are going to view a program about frontier education. Ask them to look for ways in which education still is the same today and ways in which it seems to be different.

TELECAST SUMMARY

"THOSE GOOD OLD GOLDEN RULE DAYS"

Grandpa helps Caroline with a crossword puzzle by singing a song from his schooldays about the presidents of the United States. When Caroline asks about schools in pioneer days, he tells her a story about those GOOD OLD GOLDEN RULE DAYS.

The story begins with the opening exercises in the one-room school. Following the hymn and prayer, the children take their individual assignments and get to work while Miss Anderson conducts a math lesson with the younger children sitting on the recitation bench. Several scenes from the school day indicate the many hats the pioneer teacher had to wear as she taught the basics, nursed the sick, killed snakes, played baseball, and maintained the school itself.

When Grandpa finishes the story, he encourages Caroline to think about the similarities and differences in schools then and now.

POST TELECAST ACTIVITIES

Making a Chart

Make a chart on the board to be used with the students for follow-up discussion. One side of the chart should be headed Similarities, and the other side of the chart should be headed Differences. Remind the children that they have heard from people that represent a period of time which covers "X" number of years. They have seen a television program which portrayed formal educational practices on the Great Plains in the 1880's. Ask them to consider this question: In what ways is education today like it was for our visitors and for the pioneer children? Under Similarities on the chart, list any similarities that they can see.

Similarities - Some possible similarities might include:

1. Children go to school to be educated.
2. There is a teacher who works with a class of students.
3. Students sit at desks or at some work place.
4. Students use books to learn from.
5. Basic subject matter of reading, writing, mathematics, spelling, has remained the same.
6. The school has a body of rules to maintain order.

Differences - Some possible differences that might be noted:

1. There is more electronic technology today than there was in the schools in the past.
2. Children can learn from a wider variety of resources (films, television, calculator, computer, games, etc.)

3. Schools are often more physically comfortable.

4. Teachers are better trained.

5. There are greater opportunities for people who have special needs (physically handicapped persons, psychologically handicapped individuals, etc.)

Analysis

1. Looking at the similarities and differences in education over the years, would they rather be in school in the past or today? Why?

2. How about the future? What do they think schools will be like in 25 years? How will schools be the same and different? Will it be more fun to be in school then or now?

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THE LIFE BOOK OF CAROLINA HANSON

We had visitors last night. Mr. and Mrs. Olson and their children stopped their wagon at our house at supper time and asked if they could pay us 25¢ for supper and 25¢ more to stay all night on the floor of our cabin. We said they could, so they did.

They told us they were leaving their homestead and going back to Illinois where some of their friends live. Papa couldn't believe that they would give up their land after they had proved up and owned it, but Mr. Olson said he couldn't take it any more. He said the first year they were here, the grasshoppers ate everything in sight, even the clothes on the clothesline. Then they had some dry years without enough rain to grow crops. Then they had a flood this spring, and he said he wasn't going to spend another penny trying to farm in Nebraska.

After they left this morning, I asked Papa if we would ever give up our land. He said that nothing in this world would make him give up because the Hansons are not quitters. I was glad to hear that, but I also got a funny feeling inside. I wondered what we would do if something really BAD happened to us like it did to the Olsons.

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THE LIFE BOOK OF _____

Sometimes the weather in our state turns into a disaster. And sometimes disasters are caused by accidents or illnesses. Today I want to write about a disaster that happened to me or to someone I know.

The disaster was a _____ **, and the person it happened to was** _____

This is how it started _____

_____

_____

Everybody realized it was a disaster when _____

_____

_____

The worst part of it was when _____

_____

_____

What people learned from the disaster was _____

_____

_____

_____

The way to protect yourself from this kind of disaster is _____

_____

_____

_____

PRETELECAST ACTIVITIES

Open the lesson by telling youngsters that they are going to examine how the pioneer Hanson family suffered from a disaster. Invite the youngsters to talk about the disasters they wrote about in their lifebooks. It should be pointed out to the youngsters that the scope of disaster can vary. In some cases a disaster is personal in that it might be limited to a single individual or to a small group of persons. Illustrate that idea by pointing out stories in the local newspaper or in magazines, i.e., an automobile fatality where a person is killed. His/her survivors must deal with the loss of a loved one. Another example might be a person who is suffering from a terminal illness and must try to cope with the illness. Disasters can also be massive in nature. That is, a large group of people are affected or perhaps a whole geographic area is involved in the disaster, i.e., a massive flood hits an area and destroys vast amounts of property and lives. A sudden strom hits an area and destroys massive amounts of property and lives.

Help the children understand that disasters strike people in the world everyday. We never know when a disaster might strike. It is also important for the youngsters to understand that the scope of the disaster can vary from personal to massive. One last understanding that is important is that people do organize by establishing networks to deal with disaster.

It is suggested that a local official be invited to visit the classroom. This individual could be a fire official, a police official, a civil defense official, etc. The purpose of the visit is to have the official discuss the following ideas:

1. There are certain common disasters that we must always prepare for - tornado, fire, flood, etc.
2. The official might want to select one type of possible disaster and outline for the youngsters the local coping mechanism for dealing with the disaster. Such a plan might include (a) Ideas for containing the disaster. (b) Communication systems. (c) Providing emergency care for those affected by the disaster. (d) Providing long term assistance support for those affected by the disaster in order to help them return their lives to a normal state.

The early exploration of disaster can be concluded by reviewing with the children that disasters are not always preventable but that people individually and collectively do set up plans to deal with disaster in the event that it strikes. Since any of us could be the victim of a disaster, it is in our own self interest to be prepared and to be ready to assist others in need.

TELECAST SUMMARY

"SURVIVAL OF THE FITTEST"

As Caroline and Grandpa fish in the creek, Caroline wonders whatever happened to the Swensons who used to live by the creek. Grandpa says they left long ago, and tells Caroline the story of the SURVIVAL OF THE FITTEST.

The story takes place during the summer of the family's second year in Nebraska. Ola insists that everyone come to look at the wheat field early one morning, and announces that it is probably worth a thousand dollars when they sell it. Kerstin can hardly believe it, and they think about all the things they can buy with a fortune like that.

But a few days later, a fire sweeps across the prairie and the wheat is reduced to ashes. Without a cash crop, Ola cannot buy winter supplies or seed for the next year. Erik offers to go with them back east to a more settled area, but Kerstin insists that they will be able to find a way to stay on their land.

The following day they are shocked to learn that the Swensons are going to give up their claim and go to Wisconsin to live with relatives. Ola again wonders if they should leave, too; then he proposes another plan — that he and Erik will leave for several months to work on the railroad while Kerstin and the children manage both farms. Kerstin says she needs time to think about that.

As Grandpa finishes his story, he reviews the problems that drove many homesteaders off their claims and left the land with numerous abandoned farms.

POST TELECAST ACTIVITIES

The children should be encouraged to think about the remarks of the classroom visitor and the plans that were described for coping with a local disaster. They might be asked why pioneer families didn't have such elaborate plans to cope with disasters. It might be pointed out to them that such things as lack of communication, distance between neighbors, poor transportation, and other factors affected how people planned and dealt with disasters.

Discussion questions to consider: (1) Do you think it was harder for people in pioneer days to cope with disaster? (2) How would you feel if you were a member of the Hanson family that had experienced the prairie fire? (3) Would you want to stay knowing that you had little or no money, that your crops had been destroyed, and that you had no source of income except for some assistance given to you by your neighbors? (4) What would be some reasons for staying on the land? (5) What would be some reasons for leaving the land?

THE LIFE BOOK OF CAROLINA HANSON

It is almost Christmas and Papa and Uncle Erik are still gone. Karl and I have been making presents for Mama. Karl carved a pretty little lamb out of a piece of wood. I made her a handkerchief out of my old petticoat, and I did all the hemming and embroidery myself.

Mama said we didn't have to give her anything this Christmas because we have already given her so much. Karl and I didn't know what she was talking about, so she told us about presents you can't touch -- like love and Faith and happiness. She said those are the greatest gifts of all because they don't rust or get worn out or lost, they're always the right size, and you can keep them forever.

So I've been thinking about the "gifts you cannot touch" that Mama and Papa have given me, like coming to America, and teaching me to be honest and kind, and giving me a chance to become a rich lady in this "Land of Opportunity," and it makes me feel thankful and proud.

But right now, the greatest gift for me would be a gift that I <u>CAN</u> touch --- Papa, coming back home again!

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THE LIFE BOOK OF _____

I am thinking about the things my parents give to me. They gave me life, of course. But they have given me other things, too. Things you can touch, and things you cannot touch, like ideas or opportunities to do something or learn something.

I think the greatest gift they have given me is _____

_____

_____

_____

_____

And some other great gifts they have given me are _____

_____

_____

_____

_____

These gifts are part of my heritage—things that one generation passes on to the next generation.

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PRETELECAST ACTIVITIES

The final lesson in this unit deals with heritage. Heritage is something that is given from a member of one generation to a member of another generation. To better understand heritage, the children can be asked to take home a paper that contains one question for their parents to consider and respond to. The children might be given a period of several days before returning the answers of the parent(s). The question sent home to the parent(s) is the following: Excluding life itself, what is the greatest gift your parents gave to you?

The parent(s) should be encouraged to write an answer, as best they can, that can be understood by the child. In writing their response, the parent(s) should specify why the gift is valued so much by them.

The answers can be returned and placed in an enclosed container in the classroom. Each child might know the responses of his/her parent(s) but there should be no record kept of responses returned. The respondents will remain anonymous, and even the number of respondents should not be revealed. The teacher can develop a chart from the responses which could be labelled "OUR HERITAGE." The responses could even be classified as to material and non-material gifts. Material gifts would consist of any physical things or objects of value. Non-material gifts would consist of any idea, value, opportunity, etc., that is valued by the parents throughout life. Some things might even be classified as both material and non-material. i.e., farm land that has real value in the market place but also has deep intrinsic value to the family associated with the land for years.

When the list is finished the teachers and the class can discuss what things have been passed on from the grandparents to the parents of the children. This is the heritage that the children can also claim as part of their own.

The children will then be invited to view a telelesson in which Ola and Kerstin decide about the heritage they want to leave to their children.

TELECAST SUMMARY

"HERITAGE"

Grandpa and Caroline repair the frame on the pioneer picture, and are surprised to discover an unfinished letter written by Kerstin to her mother in Scandanavia. The letter becomes the HERITAGE story Grandpa tells about the final months of the family's second year on the Great Plains.

Kerstin begins her letter with a review of the past two years: the decision to leave, the journey, the arrival at their new home; and the suffering they have endured, especially in the death of Anna and the loss from the prairie fire. She remembers her mother's saying that we suffer so that we become strong, and she wonders if she has been strengthened by these events.

As she continues to write, scenes are presented of the life they have led since Erik and Ola left: the hard work they have had to do; the loneliness they have felt; the independence they have achieved by running the farm themselves. Her letter-writing is interrupted by the unexpected return of Erik and Ola.

Grandpa and Caroline consider why Kerstin had never mailed the letter, and then talk about the strengths the family has needed since then to continue on the land.

POST TELECAST ACTIVITIES

Refer to the "Our Heritage" list hanging in the classroom. The youngsters should be reminded to think about the decision made by the immigrant parents to stay, despite the hardships, because they wanted to hand to their descendants the gift of freedom. Because we are citizens of our state, we are literally the children of those who came before us. The pioneers laid down roots, they sacrificed, and they have given us much of what we enjoy today. The children should be asked to consider the following questions:

1. What gift do I most respect and value that has come to me from the pioneers?
2. What gift do I most respect and value that has come to me from my parents and grandparents?
3. What gift do I most want to be able to give to citizens of our state that will come after me?

The children can be encouraged to respond verbally in discussion groups to those questions, or they may be encouraged to write an essay in which they answer the questions. Other options for response would include drawings, paintings, poems, or other individual expressions.